

"THE VOICE OF THE STUDENTS - - BY THE STUDENTS"

Vol. 9 No. 2

PURDUE UNIVERSITY CALUMET CENTER, HAMMOND, INDIANA

Friday, October 27, 1961

PUCC Hosts Distinguished Speaker

"In Order to Fight Communism We Must Inform The People"



Prof. Niemeyer Explains Communist Ideology

Prof. Gerhart Niemeyer, professor of Political Science at the University of Notre Dame, spoke to students of PUCC October 25 in the crowded lounge. Prof. Niemeyer was educated at Cambridge, Munich and Kiel Universities. He has taught at Princeton, Oglethorpe, Yale, and Columbia Universities.

Introduced by PUCC's Dr. L. W. Cone, Prof. Niemeyer began his speech by stressing that communism is a political power as well as an ideology. He then outlined five points which show this.

The entire economy of Russia is run by the government. Wages and prices are fixed by the same person because there is only one employer. "This is difficult for us to imagine since we have not experienced this sort of thing," says Niemeyer.

Political power is in the hands of a small group within the party. No opposition or rivalry is tolerated within or outside of the party. All candidates for election and all positions of importance are filled by men who are approved by the party.

The regime is a dictatorship. In a dictatorship the law is not a limitation on the government, but an instrument wielded by officials. Here Prof. Niemeyer quoted Lenin as saying, "Judges should not be objective, but partisan in their judgments." Terror is a principal weapon of a dictatorship. This terror is not necessarily the type of a shot in the neck, but of simply intimidating people into subjection.

The regime is totalitarian. The government does not consider that it has limitations, but that it is a ruler of every phase of life. A government can be a dictatorship without being totalitarian, but vice versa is very difficult indeed. The government, when totalitarian, controls printing, education, and even recreation.

The communist regime is the power center of a network of organizations all over the world. These organizations all work for the interests of the Kremlin. Their main interest, in turn, is that communism is the alternative to any society now being used anywhere in the world. This has been enacted whenever possible, as in Cuba and central Europe.

Communist Ideology

"Communist ideology is a comprehensive system of thought covering nature in general and every phase of human life"—Niemeyer.

Once again the professor had five points he wished to stress. These were as follow:

1. Materialist philosophy.

By this, the common idea of a preference for money, homes, cars, etc., is not meant. "Communistically" speaking, everything that exists has as its primary base matter. Matter is the ultimate reality. This rejects our concept of spirit creating matter and that truth is contained in love, religion, philosophy, etc. Everything is knowable and nothing is mysterious to the Communist.

Words of Wisdom

by Percy

Eventually we all encounter that sweet thought of wondering what am I. Besides being just plain, aging Homo Sapien, we all have

(Continued on Page Two)

Dr. Cone Attends UNESCO Meetings

Dr. L. Winston Cone attended the Eighth National Conference of the U.S. National Commission for UNESCO in Boston on October 22-24. The theme was Africa and the United States: Images and Realities.

The conference was attended by 1740 delegates and 158 panelists including leading American Africanists and outstanding African personalities, such as President Leopold Senghor of Senegal and Nigeria's Foreign Minister, Jaja Wachuku. The conference was divided in various sections dealing with such African developments and problems as Education, Science, Culture, and Communication.

Dr. Cone was in New York for three days prior to the UNESCO meetings to attend the annual meeting of the African Studies Association. This Association now four years old has a membership of 300 Fellows (those actively engaged in teaching or research on Africa). The Association acts as a clearing house for information on African studies in the United States and abroad, and publishes a quarterly "Bulletin of African Studies," containing information on African research now in progress in the United States and abroad.

A feature of this year's program was a discussion on American aid to African education chaired by Alan Pfifer of the Carnegie Corporation which has helped to promote and support many of the new educational projects in the new countries of Africa.

HOW WE CAN HELP

After his speech on communism, Professor Niemeyer was asked by this reporter what he thought was our greatest weapon against communism. His answer, "Our knowledge of the true communism." He said, "In order to fight communism we must inform the people around us what the true meaning of communism really is. We must make a great effort to educate these people on the meaning of communism and how we can fight by the education of the people who are illiterate about communism." He feels that this is about as great a weapon as our atomic weapons.

Another question which was asked of Professor Niemeyer was what he thought of his reception at PUCC. His answer, "This is wonderful, the standing room only."

Dr. Ade Receives Honor

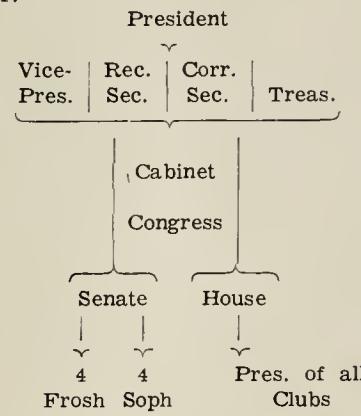
Dr. Walter F. C. Ade, Chairman of the Department of Modern Languages at the Purdue University Calumet Center, has recently been informed by the Secretary of the International Institute of Arts and Letters in Geneva, Switzerland, that the Council responsible for the selection of Scholars for membership in the Institute has duly elected him as a Fellow of the International Institute of Arts and Letters with all privileges, including the use of the letters F.I.A.L.

This signal honor came to Dr. Ade as a result of the contribution made by his Doctor of Education (Ed.D.) thesis, *Voltaire on Education*, 457 pages (Indiana University, 1960), to new studies on Voltaire placed in the Institut et Musée Voltaire in Geneva.

Student Council News

Friday, October 13, Student Council elections were held in the lounge. Students voted between 8 a.m. and 8 p.m.

A revised constitution consisting of:



was approved by the student body voters. Under the new Constitution the Student Council is given jurisdiction over the activities of other clubs.

Those officers elected were: Terri Miller, Treasurer; June Cernevski, Recording Secretary; April Jusko, Corresponding Secretary.

Freshman Senators chosen are: Bruce Seiker, Royleen Shanta, John Erickson, and Marilyn Swalik.

Nada Rancich, Carol Kotter, Nancy Parkovich, and Pat Altier were chosen as sophomore class Senators.

A voting machine was obtained from Lake County for use in the election. Approximately 250 students voted.

Parking Gries

With more cars in the parking lot this year and many students parking on the yellow lines instead of between them, it is little wonder that the gries are coming in fast and furious. If as few as five cars (there are always more than that) take two spaces each, that leaves five other cars without a space! This is ridiculous when it is so easy to do it correctly.

Freshmen were told on the first day of school to park on the far end of the lot. Either they have short memories or they think that the rule was made to be broken. (There is a line there, Freshmen, telling you where you should park—even if it is 7:30 a.m. !)

Let's shape up kids and obey the rules—everyone will be a lot happier.

Some people have two ideas about a secret—it's either not worth keeping or it's too good to keep.

Vilutis Wins Grant

Regina Vilutis, one of our fellow students, received a Fellowship last summer from the National Science Foundation. This Fellowship was an undergraduate grant to do research under the supervision of Dr. Wilson.

This project was done during the summer, and its purpose was to collect samples of bacteria and fungi of the Calumet region and run lab analyses on them.

The purpose of the grant was to show the undergraduate an approach to a scientific project.

— by R. V.

IRC GOES TO MEXICO NOV. 4

IRC has another first! Prof. Joseph Yedlicka of the modern language department of De Paul University will show slides and explain his visits to Mexico at the Nov. 4 meeting. Prof. Yedlicka has made numerous trips to Mexico teaching and traveling. The meeting will begin at 7:30 p.m. in the Student Lounge.

During the month of October, IRC has presented programs on India, Russian Communism, and the UN. October 23, members viewed films on the UN for sound information on international affairs. The films shown were "Assignment Children" and "World Without End."

Members of the PUCC Operation Information presented a program entitled Informed for Freedom October 9. The club presented a panel discussion led by Dave Hogsett, chairman; Charles Huble, George Thomas, and Jerome Wytrykus. They presented information on Communism and religion, the vocabulary of the Communists, and other aspects of Communism. Among the eye-opening comments made by the members of the panel was that the word "peace" as used by the Communists means peace under world Communism. Quite a difference from our connotation! Another point is that Russian Communism in itself is a religion; therefore there is no room for any others. Yet Communism has been found infiltrating in some of the American churches.

Here are two questions for you to ask yourself. Would you rather be Red than dead? Do you believe Communism can conquer the U.S. or do you take a negativist attitude?

Hasmukh Kamdar, a native of India and graduate of Tulsa University, answered questions following a movie, "Assignment India."

(Continued on Page Two)

Standing Room Only



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This Is a Free Country?

by Walter Hartmann

The question mark in the title above is practically subversive, isn't it?

Of course, this is a free country. If we are agreed on anything, surely this is it. We have learned that the whole, or at least a very major, reason and principle in the very founding of this country was to create a free society. Our American institutions, our whole way of life are based on and directed toward freedom. Practically from Kindergarten on, we are trained in democratic techniques—nominations, majority votes, consideration for others' feelings, forms of self-government, Roberts' Rules of Order, and so on—in order to become good citizens in and of a free society.

Even the dullest among us is aware that we are engaged in a power struggle with Soviet-based Communism, and that the struggle is over whether we and our friends are to be free in the American, Western, democratic way—or whether we shall be unfree as alien, totalitarian Communism gains the victory for which it is mightily and effectively striving. The issue is said to be freedom.

And most of us seem to be certain that this freedom is worth having, worth defending. In fact, many people—and some of them actually know what they are talking about—state unequivocally that it is worth committing suicide for, if it should come to that: to risk the deadly actuality of thermonuclear holocaust rather than to give up freedom. None who look

as if they know what they are talking about suggest that nuclear war would be anything but suicide, certainly for what we think of as our way of life, but they say "better dead than Red," if it ever came to this ludicrous choice of senseless alternatives. Of course, men of even elementary good sense and good will are striving to find alternatives other than these equally bankrupt ones of suicide or surrender. But, as Hans J. Morgenthau said, utterly absurd, absolutely senseless as both alternatives would be, the alternative of surrender is perhaps somewhat more so. (See Sidney Hook, H. Stuart Hughes, Hans J. Morgenthau, and C. P. Snow, "Western Values and Total War," Commentary, October 1961—available in my office, Room 34. Also available there "An Open Letter to the President," advertisement from the New York Times, October 2, 1961, by various interested and interesting citizens.)

It seems clear, then, that we may be said to be living for freedom, and may be dying for it in spectacular but unpleasant ways.

It seems thus not inappropriate to ask what this freedom is, by which you and I are apparently living. And for which you, if you are a typical student, are apparently not prepared to die (according to various studies and questionnaires, borne out by my experiences right here).

Many people say freedom is when you can do what you like (as long as you don't harm others). But that can't be quite right. What if people like what they have and get under Communism or some other totalitarianism? Many Russians, Chinese, Cubans, and others do—the wishful thinking of many of our mass media and of many of our naive and culture-bound patriots notwithstanding!

If you maintain that you are more free than, say, a Russian citizen, you must therefore mean that it is a question of what it is you like, differently from that Russian. But then, you must be clear about the different possible values, and you must make a deliberate choice among values. A sports car and a suburban home as a life goal, a job in a name corporation (!) ten years from now (I am quoting directly)—pleasant and desirable as they may be, would seem to be inadequate. Such values hardly distinguish you from any other man on earth—however unfree and "un-American" he may be. If you define freedom in terms of doing what you like, that is: in terms of your values, then freedom does not seem to exist for the young American who does not care. In fact, it would seem to exist less for him than for some Communist who does care about values. Freedom as defined by a choice

among values also does not seem to exist for the young American who cares, but who, impressed by a report on Communist attitudes and commitments, expressed doubt that we had something to place in effective competition. Indeed, that symposium in Commentary mentioned above finally implied some doubt about our chances of finding alternatives other than suicide or surrender, because they seemed unsure that Americans were willing and able to pay the price.

Well, if this is uncomfortable, perhaps we can define freedom differently. For instance: we can say what we please, we are entitled to our opinions.

But what if we have no opinions? Oh, but we Americans have opinions on everything. But have we? Or do we have a series of uninformed and meaningless prejudices and slogans?

For example: many say that, in their opinion, we should stand firm in Berlin and defend our rights. O.K., but firm on what? Exactly what are our rights there? Who has threatened our rights, how? (There are answers to these questions; but I have heard few people, who "had opinions," able to give them.)

For another example: what is your opinion on your curriculum, your instruction, your university? If you have any, on what is it based?

If you can answer that (and you'd be an exception), what are you doing about it? Surely, having an opinion is itself meaningless and not a characteristic of freedom, unless you make it count. After all, totalitarians have opinions, too. But if you don't do anything with and about your opinion—what's the difference? Does your professor know your well thought-out questions, comments, criticisms, and suggestions about your university life? Or don't you stick your neck out either? What was this about freedom of opinion?

So, if this is uncomfortable, too, you may define freedom (as some of you do) by saying that we have things like freedom of the press. We, unlike the Russians and other totalitarians, can learn the truth about what happened, and can get different opinions and analyses.

But do you? How many Americans read beyond sports page and comics? Do you, indeed: can you, evaluate what you read or are told? Can you distinguish between biased opinion presented as news and real news? Can you recognize the bias in any authority? (Hayakawa's Language in Thought and Action is probably the neatest and easiest handbook of techniques to actually use a free press—there are ten copies in the PUCC library; I don't anticipate a rush on them.) Do you

The Night Crawler

By Wormy

This column is written especially for the benefit of the night students. All the information for this column will come from the gossip I pick up around these halls during the evening classes and also from letters, suggestions, and ideas you may have to offer me. —Wormy

If you have any suggestions or ideas that you think might fit this "Night Crawler" column, just address them to me, "WORMY," and leave them in the suggestion box in the lounge or slide them under the door of Room 21.

It was overheard in one of the evening classes that several full-time students who are taking one or two evening classes dislike the idea of night students taking only one course and excelling in that course. They seem to think that the night student has all the time in the world to work on this one course. Actually, he has the same amount of time as you do because while you are studying or going to class, the night student is putting in an eight-hour working day, and he has to cope with several problems that you don't have to contend with. The only difference between the full-time student and the part-time student is that the part-time student knows what value an education is to him whereas some full-time students go to school for social or other reasons rather than for getting ahead.

Do you notice how the cafeteria has kept from raising the price of coffee? They're just giving you smaller cups.

Several night students made remarks about the Percy and Brevity columns, and their opinions seem to back up these two writers. It is their opinion that not only the freshmen but the upperclassmen too can benefit from their advice and comments.

Being both a day and night student, I can see a difference in the way the students act. The night students are more mature and know how to behave as adults, but what about you day-time students? When are you going to settle down and begin being mature adults?

It was overheard in the cafeteria that a certain instructor is trying to make his students get all they paid for by keeping them three hours in class with only one ten-minute break. Sweet dreams.

The Advanced Technical Writing class is beginning to start their polls

know what papers and journals make it easy for you to distinguish between fact and opinion? (The Christian Science Monitor; the Manchester, England, Guardian; Harper's; Saturday Review are some of them—they are all available in your library. They are not used much.) Do you know what some prominent person actually said? (The New York Times prints most important speeches in full; it's available, but not much used, in the PC library.)

If your information comes exclusively from the local paper and one or two popular magazines, and if you are not in a position to evaluate intelligently what you read, how are you more free than the reader of the one-party, government controlled press?

Is every definition of freedom, then, uncomfortable?

Indeed it is!

For freedom is not something you have. Freedom is not inherited. There are no free societies, no free institutions.

Some societies, some institutions are more conducive to freedom than others. Ours certainly are. So were Germany's from 1918-1933, to a very great degree. Hitler liquidated them in a very few weeks.

You may have, and as an American you do have, opportunities for freedom.

But freedom is not something you have—freedom is something you do.

And it is very hard work.

"Freedom is a hard-bought thing."

You will pay the price—one way or the other. You can make a choice.

Do you want freedom?

This is a free country?

Well, it depends—on you.

THE GUY IN THE GLASS

When you get what you want in your struggle for self,

And the world makes you king for a day;

Then go to your mirror and look at your self,

And see what that guy has to say.

For it isn't your father, mother, or wife

Whose judgment upon you must pass;

For the fellow whose verdict counts most in your life,

Is the guy staring back from the glass.

He's the one you must please—never mind all the rest,

For he's with you clear up to the end.

And you've passed your most dangerous, difficult test

If the guy in the glass is your friend.

You can be like little Jack Horner and chisel a plum

And think you're a wonderful guy,

But the guy in the glass says you're only a bum

If you can't look him straight in the eye.

You can go down the world, through pathways of years

And get pats on the back as you pass,

But your final reward will be heartaches and tears

If you've cheated the guy in the glass.

Anonymous

J. BREVITY COMMENTS

Have you ever heard the saying, "people are funny?" If you think about this for a minute, you will immediately realize that this is more than just a saying—it is the truth! Comedy is based on incongruencies; actions or objects that are so obviously out of place with their surroundings that they reduce the total effect to an absurdity.

There are also certain individuals who have a tremendous talent for reducing themselves to an utter absurdity—or maybe they were incongruent from birth! Whether talent or nature be to blame, observing them can be a source of endless laughter.

The most entertaining of all are the "Coffee-Philosophers" and the "Java-Psychoanalysts." These are the people I would like to buy for what they are worth and sell for what they think they are worth—it doesn't take a banker to tell you that I'd make a 100% profit on the deal.

The "Coffee-Philosophers" can be divided into two groups: the intellects and the pseudo-intellectuals. The former group is usually composed of people who have studied in various fields and are consequently known as "well-rounded" people. Some members of this group have good ideas and can be quite interesting to talk to while others are so "well-rounded" that they very easily roll in any direction with the slightest push. The second group, that of the pseudo-intellectual, is the one which provides a laugh a minute for young and old. A member of this group can be distinguished easily by his talent for talking about nothing as though it were really something. He will use a series of big words, not knowing himself what they mean, and thereby completely confuse anyone who might be listening. These people forget that the purpose of language is to communicate ideas rather than to confuse others. These people should either read Hayakawa's Language in Thought and Action or talk to Mr. Hartmann.

The "Coffee-Psychoanalyst" is in a group by himself. This is the type of person who tries to solve all your problems—so who wants his problems solved? These people should try analyzing their own problems—I'm sure they have some! If you have no problems and feel deprived because of this undesirable condition, I suggest you see your nearest "Coffee-Psychoanalyst" immediately.

IRC GOES TO MEXICO . . .

(Continued from Page One)

at the October 7 meeting. Mr. Kamdar is a chemical engineer for Barker Chemical Co. and plans to remain in the U.S. He told members and guests of the advance of industry and education in India. The country has a program, somewhat like a "Peace Corps" only within the country, where young men are trained by the government in agriculture, sanitation, and education. They in turn are stationed in Indian Villages where they supervise improvements. India, however, still has many problems. She has many people and too little food, and her educated youth can not find jobs equal to their education.

WHO'S WHO AT P.U.C.C.



JUNE CERNEVSKI

By Chris Hether

To James Russell Lowell, June meant a time of "perfect days." To Purdue Calumet Center, June means a sunny blonde with an equally sunny disposition.

P.U.C.C.'s June Cernevski is something special in the way of college co-eds. Just recently she was elected recording secretary of the Student Council and last spring received honors in the Awards Assembly for her high scholastic index. However, keeping a high academic standing is a matter of course for Miss Cernevski, who graduated

twelfth in her class from Morton High School.

June has a very special reason for studying hard. She is majoring in Biology, planning some day to teach high school or college students. But, she wants more than to just become a teacher, she wants to become the very best in her field. Inspired by an instructor from grade school days, June says that if she can awaken in just one other person a profound desire for knowledge, as he did for her, the goal will be realized.

The Cernevski family has an interesting history. Originally from Latvia, they spent five years in Germany before coming to the states in 1949. For that reason, this article will no doubt find its way across the ocean too, to June's Grandmother.

P.U.C.C. students ought to know Miss Cernevski well, for last year they nominated her as one of the candidates for homecoming queen.

For further insight into June's personality, perhaps we ought to mention that one of her hobbies is collecting poetry. Her favorite poem helps explain her unusually strong desire to become a good teacher. It is called "Success" by Ralph Waldo Emerson. And what is Success? Emerson says it is:

"To appreciate beauty"
"To find the best in others"
"And to give of oneself"

June seems to be well on her way to that type of success.



APRIL JUSKO

By Chris Hether

Since P.U.C.C. elected a June for recording secretary, it is only fitting that it should entrust the position of corresponding secretary to an April, which is exactly what it did.

April Jusko is a five-foot-three, brown-eyed blonde, with perhaps as much sparkle to her personality as any girl could ask.

She has been a welcome member on the center campus since the spring semester 1961, where she is majoring in psychology. This perhaps explains her fondness for arguing with Papa Hartmann. April plans to use her major as a means of helping children who are mentally retarded.

Miss Jusko is a graduate of Bishop Noll High School. Her activities there included being a member of Booster Club, an officer of her class, and a member of the Secretarial Club. She liked high school life, but likes college life even better.

Besides being a school leader, April is also a girl with talent. She plays the piano, and does it quite well as P.U.C.C. students have witnessed on certain days in the lounge.

Perhaps no interview would be complete without asking our subject her opinion of Purdue Calumet Center. April gave us a fast and conclusive answer. "I Love It!"

We wish all students expressed the same sort of unyielding school spirit as Miss Jusko.

WHAT'S YOUR PROBLEM I.Q.?

Got a problem? Get out your pencil and check the following questions yes or no, then add up your score and determine your problem I.Q. A yes is worth 5 problem I.Q. points, a no counts 0.

- I worry about how to get enough money for school..... Y N
- I feel my parents don't understand me or my problems..... Y N
- I think I have poor study habits..... Y N
- I think I am in the wrong major..... Y N
- I am shy and awkward in making new friends..... Y N
- I think I might need a job while going to school..... Y N
- I think I would like to join some college student organizations..... Y N
- I have some questions about college or after graduation. Y N
- I am worried about something..... Y N
- I have no problems, but I like to talk to friendly people. Y N

If you have more than 5 points, you certainly should stop by Room 30. If you have less than 5 points, you had better stop by Room 30. If the 5 points you scored were on question 10, stop by Room 30 anyway.

REASONS

by

Kim Alice Jorgensen

Count the ripples in a stream
Count the colors of a dream
Count the rays in sunset's gleam

and that's how MUCH I love you.

'Til the forests turn to dust
'Til the bridges turn to rust
'Til the hateful join the just
yes that's how LONG I'll love you.

At the break of early day
At the cloud's slightest sway
At the sunshine's brightest ray
yes that is WHEN I'll love you.

When you're close, I have no fear
Your heart is bright, pure, and clear
Your words to all make you dear
and that is WHY I love you.

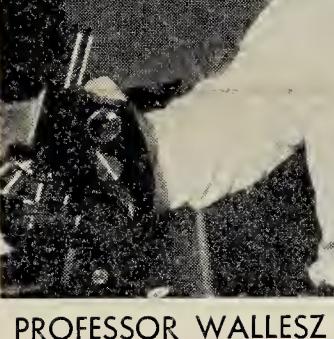
(From Songs of Youth, published by the American Poetry Society, 1961)

Tom and Martha O'Sullivan Invite You to YOUR FAT BOY



DRIVE IN & DINING ROOM

For: Luncheon, and Dinners
From: 11 A.M. to 1 A.M.
At: 167th & Indianapolis Blvd.



PROFESSOR WALLESZ

"Locate the first main branch of the aortic arch, the innominate artery which extends forward along the right side of the trochea. The innominate which subdivides into the subclavian and the carotid arteries . . . ??" explains the newest member of the biology staff at PUCC, Professor Wallesz.

The preceding explanation is not meant to confuse the students; it is actually a simplified picture of their daily work. Naturally every semester there are a few students who understand the work well enough to pass, but the number is insignificant.

Back to the business at hand we must go. This month the "Boilermaker" spotlights the newest member of the staff at P.U.C.C. Professor David Peter Wallesz. Our new zoology professor hails originally from Milwaukee, Wisconsin. Mr. Wallesz attended the University of Wisconsin, where he received a degree in zoology. At the same university he later specialized in Entomology for his master's degree.

While he was going to the University of Wisconsin, Professor Wallesz worked as a forest entomologist with the United States Forestry Service. After receiving a master's degree in entomology, he worked with the Wisconsin Conservation Department as an authority in forest entomology.

Professor Wallesz first became interested in the teaching profession while he was working at Cornell University. At Cornell he was an assistant teacher in the School of Entomology and after some time there decided to take up teaching as his future field.

Use of spare time is always an interesting subject about any person and with Professor Wallesz we find no exceptions. Being a naturalist by profession, Mr. Wallesz enjoys wild life photography. Now hobbies are usually purely for pleasure, but

many times one finds that a hobby is profitable. With the production of very good wildlife studies, Professor Wallesz was able to make his hobby pay off—he sold many of his works to admiring friends and neighbors.

When asked about his future plans, Mr. Wallesz replied, "I desire more education in the form of a doctorate degree, but my interests are so wide that I have not decided exactly where my special interest lies."

Of course every interview should contain one loaded controversial question, and this one is no exception. So I asked the question, "What's the main thing that's wrong with freshman college students?" Mr. Wallesz said, "There is nothing wrong with the freshman students, but I feel that this period is one of readjustment. The main thing a freshman has to learn is self-discipline or he won't be around very long." The reporter (a freshman) feels that Professor is right in that college is a period of readjustment and then adjustment, so let's all get readjusted.

Reporter & Writer
Bruce R. Siecker

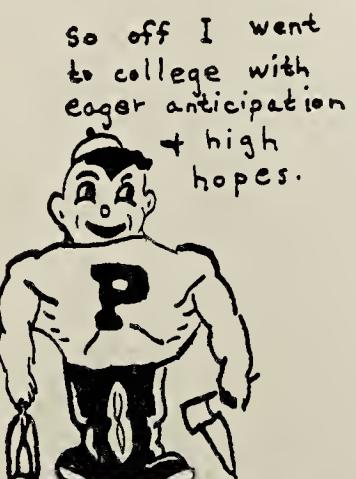
Publicity Hungry?

Clubs and organizations of PUCC, if you would like publicity for meetings and special events, have the secretary write all the information necessary for a story and leave it in Room 21.

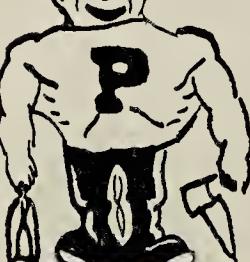
If he (or she) has a taste for seeing his name in print, the Boilermaker will be glad to give them credit for the story when they sign it.

It takes about 1,500 nuts to hold an automobile together but only one to scatter it all over the landscape.

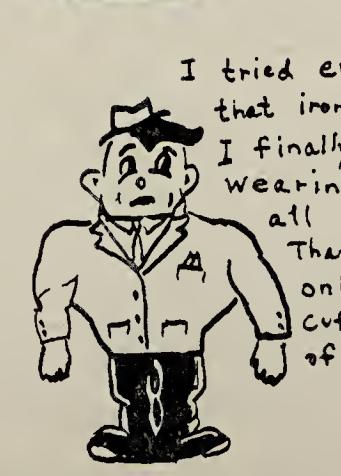
PATRONIZE YOUR ADVERTISERS



so off I went
to college with
eager anticipation
+ high
hopes.



I tried everything, but
that iron hated me!
I finally took to
wearing sport coats
all the time.
That way I had
only to iron the
cuffs + collars
of my shirts.



There's only
one thing that
bugged me —
the ironing!

These are the
times that
try men's
souls!!!

Nolan
Siecker

Basketball Season Looks Hopeful, Declares Hayes

On November 7, the basketball season will once again be underway. The first game will be at Evanston, Illinois, where the PUCC Boilermakers will play Kendall College. After this game, Coach Hayes will be only nine games away from a total 500 that he has coached.

When Coach was asked about the outlook for the season, he stated: "As far as experience goes, this bunch has more high school experience than we ever had. We're starting the year out with more height than we ever had." (The average height is about 6'3".) Coach Hayes also stated that the future looks real good for the team. The Boilermakers will have 16 games this season, and with enough support from the crowd, the team should finish with 16 victories, instead of with last season's record of 12 and 12.

This year Barry Quigg, John Cutic, William Bohnaker, and William Radzwill will be returning from last year's squad.

Did You Know?

The Purdue Calumet Center baseball team beat Wright Jr. College, which was ranked third in the nation for junior colleges, 3 to 0.

Under the Boards

The 1961-62 PUCC basketball season opened with the first practice on October 2, 1961. Approximately twenty-one hopefuls showed up for the practice session, which included a mile run around the field, wind-sprints inside the gym, and passing drills.

This year four lettermen are returning to PUCC. From Morton is the 5'11" guard, Barry Quigg; from Crown Point hails the 6'5" center, Bill Radzwill; from Gary-Emerson comes the 6'2" forward, John Cutic, and from Griffith comes the 6' forward, Bill Bonacker.

Some of the new prospects who are expected to bolster the team are: 6' Phil Orr from Hammond High, 6'2" Nikki Kutensky from Clark, 6' Tom Tacha from Highland, and 6'2" John Feyer from Bishop Noll.

The competition this year will be great, but it looks like Coach Hayes will have his best squad since 1959 when his team had a 14-7 record.

On November 7, the team will play Kendall Jr. College. Let's support our team this year—COME TO THE GAMES!

Since the discovery of elastic it is estimated that women take up one-third less space. (If not understood, see Doc Wilson!)

The family and the dinner guest had seated themselves at the table, when the lady of the house noted an important omission. Mother (to little daughter): "Betty, why on

earth didn't you put a knife and fork at Mr. White's place?"

Betty: "I didn't think he'd need them. Daddy said he eats like a horse."

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